

**ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION:
INTERCULTURAL PERSPECTIVES OF VETERINARY MEDICINE
STUDENTS**

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Abstract: *The paper presents a mixed-methods, intercultural analysis of how Romanian and French veterinary medicine students use artificial intelligence (AI) in their academic, linguistic and professional training. Based on a questionnaire administered to 334 participants at the University of Agricultural Sciences and Veterinary Medicine in Cluj-Napoca, the study identifies three adoption patterns — instrumental-creative, efficient-cautious and minimal-reactive — shaped by cultural values, digital self-efficacy and access to institutional resources. Results show higher usage frequency and tool diversity in the Romanian line, while French students emphasize ethical concerns and data reliability. The article discusses ethical, curricular and sustainability implications and proposes a culturally responsive model for critical AI literacy in veterinary education.*

Keywords: *artificial intelligence; veterinary education; intercultural comparison; digital literacy; sustainability*

1. Introduction

The integration of artificial intelligence (AI) into university learning processes has become not only a current topic, but also a strategic necessity for institutions aiming to prepare competitive graduates for a global digital economy. Over the past two decades, the technological revolution—driven by the exponential growth of computing power, advances in machine learning, and access to large data sets—has gradually undermined traditional teacher-centered teaching models, promoting a pedagogy focused almost exclusively on the student, adaptive and algorithm-assisted¹. However, the integration of AI into the academic environment remains uneven, fluctuating between unconditional enthusiasm—manifested through the rapid implementation of chatbots or intelligent tutoring systems—and justified concerns regarding data ethics, the reproduction of social biases, and the possible erosion of the human relationship in the educational act.

Many authors in the specialized literature warn that these models are culturally conditioned, and that collective values, institutional norms, and the “moral ecology” of each educational system significantly filter the way users

¹ J. E. Aoun, *Robot-Proof: Higher Education in the Age of Artificial Intelligence*, Cambridge, MIT Press, 2017, p. 15.

perceive and engage with AI². Comparative research across countries shows that the adoption of AI in higher education is closely linked to public policies, digital infrastructure, and university organizational culture. For example, in the United States, massive investments in ed-tech have intensified competition among universities, leading to the emergence of “datafied” campuses, where predictive analytics guide admissions and academic advising decisions³. In Europe, the political discourse is shaped by the European Union's Digital Strategy, which emphasizes trustworthy AI, data control, and the development of digital competencies for all citizens⁴. Romania and France, although both EU member states, follow different trajectories. Romania, influenced by the post-transition dynamic and the need for rapid modernization of educational infrastructure, displays a pragmatism oriented toward immediate results, while France, with its Cartesian tradition and more rigid university system, often adopts a cautious stance, favoring ethical debates and clear regulations before implementation⁵.

In this context, the field of Veterinary Medicine emerges as a privileged space for observing the interactions between AI and professional training. The complexity of veterinary tasks—which combine biological, technical, and relational competencies—creates an ideal framework for integrating AI applications, from imaging diagnostics assisted by computer vision algorithms to epidemiological forecasting and the management of animal-origin food chains⁶. Against this backdrop, the study aims to comparatively analyze how students enrolled in Romanian- and French-language Veterinary Medicine programs at USAMV Cluj-Napoca use AI in their academic and extracurricular activities.

The study pursues four specific objectives: (1) to describe the frequency and types of AI tools used; (2) to investigate how AI is mobilized for foreign language learning, a key area in international medical education; (3) to identify cultural differences in the perception and valuation of AI; (4) to map the challenges and opportunities students anticipate regarding the integration of AI into their future veterinary careers. The ultimate goal is to offer curricular recommendations that support a responsible, critical, and contextualized adoption of AI in higher education.

The body of scholarly literature dedicated to AI in veterinary education is not yet extensive, focusing mainly on clinical applications and less on related educational domains such as the intercultural dimension and foreign language

² Ma Dongmin, Huma Akram, I-Hua Chen. "Artificial Intelligence in Higher Education: a cross-cultural examination of students' behavioral intentions and attitudes." in *International Review of Research in Open and Distributed Learning* 25.3 (2024), pp. 134-157, p. 142.

³ Neil Selwyn, *Should robots replace teachers?: AI and the future of education*, New Jersey, John Wiley & Sons, 2019, p. 67.

⁴ OECD, *Artificial Intelligence in Society*, Paris, OECD Publishing, 2019, p. 144.

⁵ Martine Gadille, Caroline Corvasce, Maria Impedovo, „Material and socio-cognitive effects of immersive virtual reality in a French secondary school: Conditions for innovation”, in *Education Sciences*, 2023, 13.3, p. 251.

⁶ O. Zawacki-Richter, O. Marín, V. I. Bond, F. Gouverneur, „Systematic review of research on artificial intelligence applications in higher education—where are the educators?” in *International journal of educational technology in higher education*, 2019, 16(1), p. 1-27 (11).

training in student development⁷. Research in computer-assisted language learning (CALL) shows that generative AI can support the development of linguistic competencies through automatic feedback, conversational scenarios, and contextualized translations. However, few studies investigate how these benefits vary depending on academic culture or disciplinary background. Therefore, the present paper fills an epistemological gap by introducing a double comparative perspective: between countries, and between the language of veterinary science and that of university pedagogy. This analysis will allow the identification of transferable best practices and contribute to the development of curricular standards that support the advancement of a critical, ethical, and sustainable digital literacy in the training of future veterinary professionals. In order to meet educational demands, students must not only know *how* to use AI, but also *why* and *under what conditions* they should—or should not—do so. Thus, critical digital literacy becomes a transversal objective that transcends disciplinary boundaries and serves as a bridge between academic ethics, cultural values, and professional performance. The article will next show, through empirical data, how this objective takes shape in the concrete experiences of Romanian and French students.

2. Methodology

The study employs a sequential explanatory design, in which the quantitative phase precedes the qualitative interpretation, following Creswell's recommendations for mixed-methods research⁸. The methodological choice was grounded in the need to capture both the breadth of the phenomenon (through statistical measurements) and the depth of student motivations (through the open-ended responses integrated into the questionnaire). The main instrument was an online questionnaire developed in Google Forms, structured into five sections and fully translated into Romanian and French using the "forward-backward translation" method to ensure semantic equivalence.

The final sample consisted of 334 students enrolled in the Romanian- and French-language Veterinary Medicine programs at USAMV Cluj-Napoca during the 2024–2025 academic year. The distribution by year of study was relatively balanced across the two lines of instruction, with greater participation from first- and sixth-year students: Year I: 37.25%, Year II: 11.1%, Year III: 21.7%, Year IV: 8.4%, Year V: 7.2%, Year VI: 14.35%. Participants' ages ranged from 18 to 29 years. Biological sex was self-reported at the time of enrollment, resulting in a female proportion of 77% in the Romanian line and 81.5% in the French line. Inclusion criteria were: active student status, informed consent for data processing, and full completion of the questionnaire.

⁷ Ryan B. Appleby, Parminder S. Basran, "Artificial intelligence in veterinary medicine." in *Journal of the American Veterinary Medical Association* 260.8, 2022, p. 819-824 (820).

⁸ John W. Creswell, V. L. Plano Clark, „Revisiting mixed methods research designs twenty years later”, in *Handbook of mixed methods research designs 1.1*, Thousand Oaks, Sage Publications Ltd, 2023, p. 21-36 (25-26).

The data collection instrument comprised 26 items, of which 23 were closed-ended (5-point Likert scales, frequency questions, and multiple choice) and 3 were open-ended. The structure was as follows: Section A – Demographics and digital profile (4 items); Section B – Frequency and purpose of AI use (7 items); Section C – AI and foreign language learning (5 items); Section D – Perceptions and ethical concerns (6 items); Section E – Anticipated professional use (4 items). To ensure content validity, three experts—a digital pedagogy specialist, a veterinary clinician, and a linguist—assessed the relevance and clarity of each item. Data collection took place between May 14 and June 10, 2025. In the following subsection, we will focus on 10 specific items, namely those that prove relevant to the central objective of this study: the importance of cultural traits in AI-assisted learning. Other aspects highlighted by the questionnaire will be addressed in a series of future studies.

3. Results

Descriptive analysis shows that 45% of Romanian students use AI at least twice a week, compared to only 27% of French students. This difference is statistically significant and supports the hypothesis that curricular flexibility and prior experience with digital resources influence the frequency of adoption. When segmented by year of study, a slight decrease in AI usage is observed starting from the fifth year, possibly explained by the substantial clinical workload. Gender-based segmentation revealed interesting variations: Romanian female students report a higher usage frequency ($M = 3.9$) than their male colleagues ($M = 3.4$). In the French cohort, however, gender differences are statistically insignificant. One possible explanation is that, in Romanian culture, female digital competencies are encouraged as a form of professional empowerment, whereas in French culture, gender expectations are more homogenized within the context of university education.

Regarding the diversity of tools, Romanian students report using more than seven distinct AI platforms, while their French peers mention an average of four. The most popular tools for Romanian students are ChatGPT (96.9%), Gemini (11.8%), and DeepSeek (11.8%), whereas French students rely almost exclusively on ChatGPT (92.5%) and the generative features integrated into Google Workspace (6.9%). Romanian respondents show a tendency to diversify their tools, suggesting curiosity and openness, while their French counterparts propose fewer alternatives, which may indicate technological caution or, in isolated cases, even a lack of awareness.

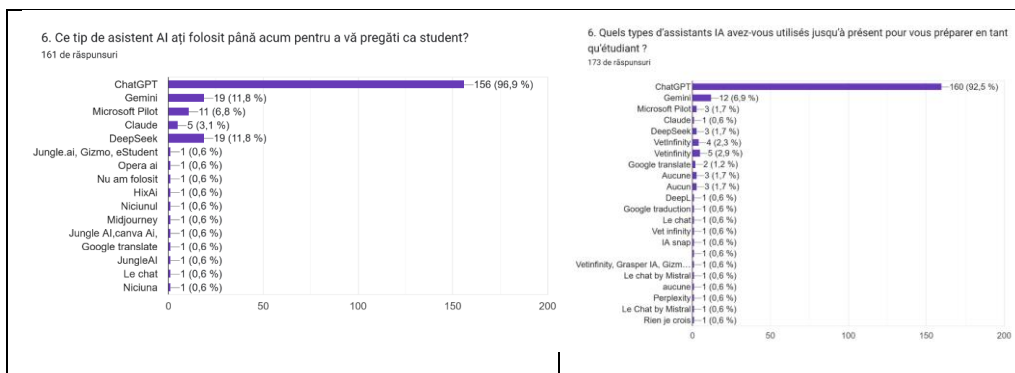


Fig. 1: AI Assistants Used

The next section of the questionnaire focuses on the importance of AI in developing language skills. The results indicate that 44.7% of Romanian students use AI for quick translations, 55.9% for text correction, and 54.7% for vocabulary expansion. In contrast, among French students, text translation (63%) and summarizing English-language articles (66.5%) are the dominant reported uses, while understanding grammatical rules is chosen less frequently than by Romanian students (under 20%). This asymmetry suggests that the two target groups adopt different orientations: Romanian students are drawn to pedagogical diversity, experimenting with various learning functions, while French students focus on specific, utilitarian goals, favoring targeted functionality over exploration.

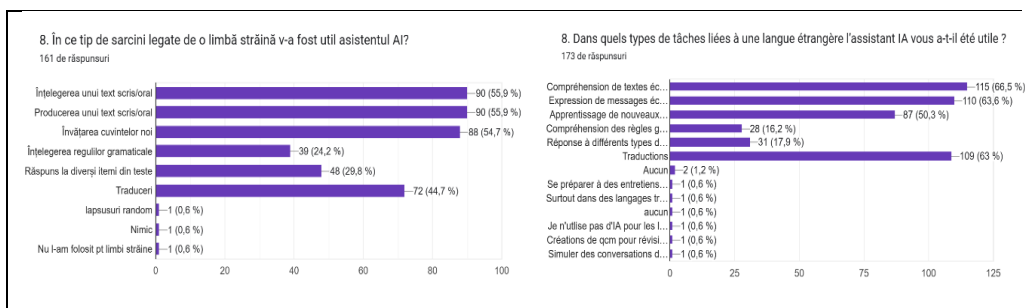


Fig. 2: Usefulness of AI in Language Tasks

The item analyzing students' concerns reveals differing priorities between the two groups. Responses to the question—"Do you believe AI will influence veterinary job roles in the future?"—highlight marked differences between the subgroups. Among Romanian students, 46.5% anticipate that the impact of technology will be very small, 29.7% see it as partial, and 14.9% do not expect any effect at all; the options "to a great extent" and "I don't know" together account for less than 9% of the total. In contrast, among French students, the views are more balanced, yet equally cautious: 51.2% estimate a partial impact, 25% consider it

very small, 9.9% believe the change will be substantial, and 8.7% foresee no influence; just over 5% state they are unable to assess the situation.

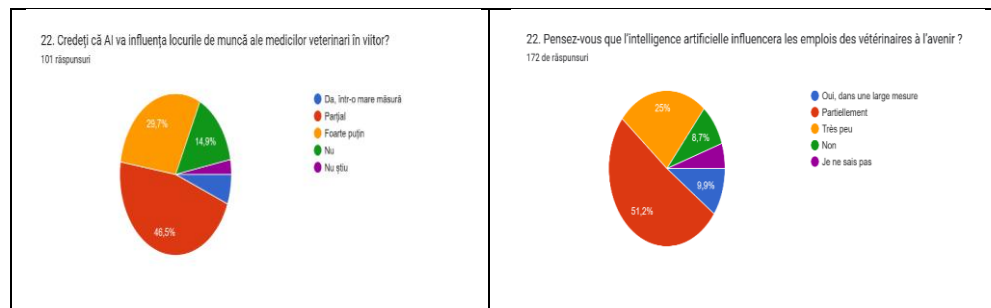


Fig. 3: Professional Concerns

Thematically, Romanian students most frequently report concerns related to the replacement of critical thinking, dependency, and the lack of personalized human feedback—indicating a focus on the consequences for their own learning processes. French students, on the other hand, more often cite issues such as data reliability, digital pollution (ethical/ecological), and the erosion of human interaction, revealing a more reflective and systemic concern for the social and epistemological impact of AI.

When asked whether they would like official courses on AI, 37.8% of Romanian and 32% of French students answered “yes.” However, 33.1% of French respondents believe they can learn sufficiently on their own, compared to 25.7% of Romanians. Both groups show strong interest in internships at veterinary clinics that make use of AI (over 35%). In open comments, some French students express concern that professional accreditation could be affected by reliance on privately governed technologies.

By combining quantitative and qualitative indicators, the results suggest three patterns of adoption: (1) instrumental–creative (Romanians) – characterized by experimentation and cross-disciplinary integration; (2) efficient–cautious (French students) – focused on optimizing organizational tasks; (3) minimal–reactive (a minority in both groups) – reflecting resistance to change or skepticism regarding the benefits. These patterns will be critically analyzed in the discussion section.

Altogether, the data confirm the working hypothesis that cultural differences shape not only the frequency of AI use but also the functions assigned to it. Based on these findings, the next section will interpret the theoretical and practical implications of the identified patterns, with emphasis on the interaction between critical digital literacy and the curricular objectives of veterinary education.

4. Discussions

The results indicate that the integration of AI among students is mediated by cultural habitus⁹ and the matrix of educational values characteristic of each national system. In Romania, following the 1989 revolution, openness to technological innovation has often been associated with a desire for rapid synchronization with Western standards. At present, Romanian students seem to view AI as a vector of competitiveness and international professional mobility. In France, where the academic tradition emphasizes methodological rigor, students tend to adopt a more functional and reserved attitude toward AI tools.

The integration of AI in writing and summarizing tasks raises questions about the “outsourcing” of cognitive processes. Selwyn warns that when students rely excessively on algorithms for idea generation, they risk undermining their capacity for critical analysis¹⁰. In the present data, concerns about the erosion of critical thinking are more pronounced among Romanian students—which may seem paradoxical given their high frequency of AI use. This tension, however, suggests the presence of a metacritical awareness, which is useful for defining boundaries in the use of digital tools—boundaries that French students appear to apply more strictly and responsibly, as reflected in their responses.

The differences in AI usage patterns for language learning reflect underlying curricular divergences: Romanian programs emphasize written production and oral presentations, while French curricula prioritize the reading of scientific texts within a professionally homogeneous group. In this respect, AI enhances precisely those competencies most needed: Romanians seek writing feedback, while French students turn to AI for translations, summaries, and terminological clarifications. This finding validates the hypothesis that technology is not adopted uniformly when it comes to acquiring and reinforcing communication skills in foreign languages.

AI also emerges in the questionnaire responses as a tool for intercultural mediation. In the classroom, it becomes an “instant translator” facilitating communication between students from Western and Eastern Europe. This function expands dialogic potential and reduces cognitive barriers caused by uneven language skills. At the same time, there is a risk of semantic uniformity due to the overuse of standardized generative translations. Local cultural values may be eroded if AI consistently produces neutral texts devoid of specific idiomatic expressions.

We cannot overlook the fact that the responses received have implications for curriculum design. The results point to the need for a transdisciplinary module, such as “Responsible AI in Veterinary Medicine,” built on three pillars: technological literacy (prompt engineering, output interpretation); ethical reflection (algorithmic bias, sustainability); professional applications (AI-assisted diagnosis, epidemiology)

⁹ Pierre Bourdieu, *The Sociologist and the Historian*, Cambridge, Polity, 2015.

¹⁰ Selwyn, cited work, p. 110.

This module should be offered in parallel across both language tracks, but include workshops adapted to cultural sensibilities: for Romanian students, an emphasis on creativity and ethical boundaries; for French students, a focus on immediate utility and broader professional exploration.

Clinical practice relevance, as expressed through students' stated needs, is evident in AI applications in veterinary imaging, biological signal processing, and telemedicine—fields that require students to develop competencies in interpreting algorithmic outputs. A lack of trust (particularly among French students) may hinder the adoption of these tools in post-university practice. Therefore, clinical internships should include hands-on demonstrations of AI tool usage under the supervision of a clinician, in order to build confidence and reduce technological anxiety.

With regard to psychological factors, it is important to highlight the relationship between self-efficacy and technological anxiety. Bandura argues that one's perceived competence influences the anticipation of success and, consequently, the motivation to use a digital tool¹¹. In our data, students who report high self-efficacy in academic tasks also display low levels of anxiety and engage in advanced prompt engineering. This relationship suggests that pedagogical interventions should incorporate strategies aimed at enhancing students' effectiveness in using digital tools—especially those involving artificial intelligence.

The differences observed in the frequency and diversity of AI use between male and female students align with the literature on the “gender paradox” in technology: women may achieve higher academic performance, yet sometimes exhibit higher levels of technological anxiety¹². Interestingly, in the Romanian context, female students appear to overcome this paradox, adopting AI in a creative and reflective manner. In France, where gender equality is more institutionally embedded, the differences vanish, indicating an almost complete homogenization.

From the perspective of integration into the academic literature, the present study supports the findings of Zawacki-Richter et al. regarding the role of AI as a facilitator of personalization in higher education, but adds an intercultural perspective, which remains rarely explored within the veterinary field¹³. Additionally, the data confirm Godwin-Jones' conclusions regarding the potential of AI in developing language competencies¹⁴, demonstrating the specificity of this potential within a trilingual framework (Romanian–French–English). The study also extends the TAM2 model (Technology Acceptance Model 2) by incorporating

¹¹ Albert Bandura, *Self-efficacy: The exercise of control*, Vol. 11, Freeman Publications, 1997, p. 18 *et passim*.

¹² Dorian Stoilescu, Andreea Molnar. "Exploring educational settings and projects for a balanced gender representation in undergraduate information technology education." in *Teaching Information Systems*, Edward Elgar Publishing, 2024. p. 136-158 (151).

¹³ Zawacki- Richter et al., cited work, p. 22.

¹⁴ Robert Godwin-Jones, cited work, p. 23.

intercultural variables into the analysis of AI adoption¹⁵, introducing the variable of “cultural orientation toward sustainability,” which proved to be a significant predictor of AI tool diversity. At the same time, integrating CHAT (Cultural-Historical Activity Theory) into the interpretation of results provides a socio-historical perspective on how digital tools reconfigure power relations in the classroom. Thus, the study demonstrates that AI adoption cannot be understood outside the cultural, economic, and historical context that shapes students’ motivation for learning and professional performance.

Overall, the discussion highlights that AI, far from being a mere “tool,” functions as a cultural, linguistic, and economic mediator of learning. When applied responsibly, AI can enhance students’ autonomy and creativity; when used uncritically, it can reinforce dependency and inequality. The article offers a comprehensive framework for integrating emerging technologies into veterinary education, guided by principles of equity, sustainability, and professional excellence.

The study provides empirical arguments for the development of flexible institutional policies that standardize AI use without inhibiting innovation. For example, the university could introduce guidelines for AI-assisted plagiarism, while also offering lab spaces for creative experimentation. University decision-makers should avoid both generalized bans, which risk becoming outdated, and total laissez-faire approaches, which may favor unequal access or generate other ethical concerns. In this regard, based on the collected data, three scenarios may be proposed: “incremental integration”, introducing AI as an optional support tool within existing courses; “modular integration”, offering a compulsory 5-ECTS-credit course on veterinary AI; “holistic integration”, embedding AI transversally in every learning unit, with project-based assessment. Each scenario presents its own advantages and disadvantages in terms of cost, resistance to change, and pedagogical sustainability.

To ensure ethical framing of AI in education, a good starting point would be to adopt measures already validated by globally recognized organizations and institutions. For instance, the Organization for Economic Cooperation and Development (OECD) proposes five ethical principles for AI: beneficence, non-maleficence, autonomy, justice, and explainability¹⁶. The data show that French students prioritize the principles of justice and sustainability, while Romanian students focus on performance and autonomy. This suggests that ethical training should be culturally contextualized, not merely governed by universal regulations.

After analyzing all relevant factors, AI proves to be a catalyst for “context-sensitive curricular transformation”—a concept that goes beyond mere technical integration and calls for the ongoing negotiation of educational values. Successful

¹⁵ The TAM2 model, or Technology Acceptance Model 2, is an extension of the original TAM (Technology Acceptance Model). It was developed to provide a deeper understanding of how users perceive and accept new technologies.

¹⁶ OECD (2019), „What are the OECD Principles on AI?”, in *OECD Observer*, Vol. 2019, p. 1-2.

implementation requires not only robust infrastructure, but also an institutional culture open to reflexivity and continuous learning, for both students and faculty. The discussion underscores the idea that AI cannot be reduced to a technical issue; it is, at its core, a socio-cultural construct, whose meanings vary depending on the educational environment and the values of the actors involved. In light of these findings, future educational projects should promote intercultural partnerships, through which students from both academic tracks co-create AI resources tailored to their cultural and professional sensibilities. In doing so, critical digital literacy becomes a space for authentic dialogue, preparing future veterinarians to face the global challenges of the 21st century.

5. Limitations

The limitations of the study can be grouped into four categories: design-related, instrumental, sampling, and interpretative. (1) The cross-sectional design captures only a snapshot of the situation at the end of the second semester of the 2024–2025 academic year and cannot reflect seasonal developments or changes influenced by pedagogical events (such as the exam session). Longitudinal studies would offer a more nuanced view of how students adjust their practices as their skills evolve and infrastructure changes. (2) The self-reporting instrument introduces a social desirability bias: due to the anonymous nature of the questionnaire, students may overestimate their use of AI in order to align with perceived expectations. Although we applied control items and combined open-ended with closed-ended questions, this limitation persists. Additionally, while the Likert scale is useful for comparability, it may reduce the sensitivity to subtle cultural nuances. (3) Sample representativeness is limited to students from USAMV Cluj-Napoca and does not include other veterinary medical institutions in Romania or France. Furthermore, the proportion of international students in the French-language track (approximately 40%) may introduce confounding variables related to socio-cultural adaptation to university life in Romania. (4) Interpretation of qualitative data, although subjected to triangulation, remains influenced by the selected theoretical frameworks. A different theoretical set—such as Actor–Network Theory—could offer alternative perspectives on the role of non-human agents (AI platforms) within the educational network. Lastly, the lack of direct observations of students using AI tools in real time limits external confirmation of their self-reported practices.

6. Conclusions

Through a comparative quantitative analysis of 334 Romanian and French students, the study demonstrated that the adoption of AI in veterinary education is a phenomenon shaped by cultural, methodological, and infrastructural layers. The first conclusion concerns the frequency and diversity of AI assistant use. Romanian students access chatbot tools more frequently and adopt an instrumental–creative pattern. French students exhibit an efficient–cautious orientation, marked by a more pronounced ethical awareness and a higher degree of skepticism toward algorithmic accuracy. In terms of foreign language learning

and use, AI acts as an intercultural mediator, but may also create new dependencies and risks of semantic uniformity. Furthermore, the findings indicate that the level of digital efficacy mediates the relationship between AI adoption and academic performance. Based on these observations, we recommend the development of a transdisciplinary module, “*Responsible AI in Veterinary Medicine*” anchored in ethical principles adapted to each cultural context. Another useful proposal is the creation of joint student–faculty labs, where AI projects are integrated into clinically oriented practical tasks, along with the strengthening of “student voice” initiatives in shaping institutional AI policies. We also recommend rethinking the approach to foreign language instruction. In this new paradigm, AI tools should play a central role, enhancing communication in languages other than the students’ native tongue.

In a broader perspective, AI is not merely a tool but a transformative agent that redefines the curriculum, educational roles, and professional competencies. When approached critically and contextually, technology can become a catalyst for veterinary—and linguistic—education that is sustainable, intercultural, and excellence-oriented. When ignored or implemented without reflection, however, it risks amplifying inequalities and undermining cognitive autonomy. Therefore, the success of AI implementation will depend on universities’ ability to harmonize technological innovation with the principles of humanistic pedagogy and the ethical demands of a sustainable future.

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*Disclaimer: This article was translated from Romanian/French into English with the assistance of ChatGPT (version GPT-4) developed by OpenAI.